

This plan is not a mental health treatment plan nor a curricular accommodation plan for a disability. This plan should dovetail with other services the school team believes necessary. This plan is specifically for in-school support and coordination of any other services necessary to address problem behavior. It is not meant to address behavior

Behavior Support Plan

This is an action plan for what adults will do to shape, model, and cue behavior in an environment changed to be conducive for this student's learning.

For "Behavior Impeding Learning of Student or Peers"

Student XXX Date of This Addendum If general education student, alter to "school team meeting" and attach to other notes. If student is 504 eligibility, alter to "504 date."

Behavior impeding learning is describe non-judgmentally, observable terms, clearly defined

It impedes learning because less skills learned by student or others? Safety/welfare concerns?

Team estimate of need for behavior support plan ☐ extreme ☐ serious ☐ moderate ☐ needing attention, early stage intervention

Current Frequency/Intensity/Duration of Behavior give reader a sense of severity (does not require formal data collection)

Any current predictors for behavior? Those situations when you can predict problems will occur, e.g., such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If one time behavior, state any known connections between environmental conditions at time and student's choice of this behavior.

Team believes behavior occurs because (team hypothesis-behavior "function") What student is getting (e.g., social status, attention, \$, etc.) or protest/escape/avoiding (e.g., difficult work, past actions of peers, interaction style of an adult, etc.) with this behavior

What team believes student should do instead of the problem behavior (match to hypothesis) In the future, how will he/she get needs met that this behavior fulfilled, e.g., something desired or something protested or escaped or avoided when necessary?

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) Always two parts: 1) Changing environmental features so no need to use this behavior, 2) teaching new way to meet function identified above. KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior?

Behavioral Goals/Objectives related to this plan: Brief statement referencing IEP or 504 plan, or school team's discussion: What new skills will student achieve through this plan, (not just what student won't do anymore).

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed. ☐ yes ☐ no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary). ☐ yes ☐ no

To achieve this outcome, environmental supports or changes are needed. ☐ yes ☐ no

Are curriculum accommodations necessary? ☐ yes ☐ no ; Is there a curriculum accommodation plan? ☐ yes ☐ no

BSP to be coordinated with other agency's service plans? ☐ yes ☐ no (ex: Depts. of Mental Health, Correction, Regional Center, private therapists); Person responsible for contact (Identify a school staff member to coordinate actions between agencies)

Teaching strategies and necessary curriculum or materials for new behavior instruction

Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning to use playground conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior

By whom? Frequency? Who will teach this? Accountability

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

What would help this student become more successful in school? Consider learner characteristics, skills, interests, needs for personalized programming in the classroom setting. Relationship building, status for real successes changes hopelessness into hope for many alienated youth.

Time - pacing techniques, closure systems, completing tasks in parts, having more time/less on tasks, etc.

Space - seating, use of masking tape to identify areas, different workspace for different tasks, etc.

Materials - tasks in sequencing trays, manipulatives, material organizers, personally relevant curricula, etc.

Interactions - Are there specific styles or frequency of interactions or specific supportive words, voice tone quality, etc. that help this student? Would anti-bullying interventions help? Who is involved? Peers? Teachers, aides, playground, bus driver, anyone from threshold to threshold responsible for this student.

Who establish? Typically teachers with administrator help

Who monitor? Typically teachers w/ help as needed

Reinforcement procedures

Consider a range of non intrusive ones: A simple praise statements the student enjoys, privately given specific praise, notes home, contingent access to favorite classroom activities or privileges,

high "5." What motivates the student and enhances quality of life right now. Who will give, how frequently? Will reinforcement happen in school and at home or by outside school or community personnel?

By whom? Maximize sources of reinforcement Frequency? learning new behaviors, high frequency, reducing as mastered

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

What works to calm the student? How can you best prevent escalation? Will structured choice help? Offering "Time Away" to cool off non-emotionally? What series of behaviors should adults employ to return the student to rule-following behavior? (Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary? Exactly under what conditions?)

Personnel: Who should interact under what level of "crisis?" - teacher only? Others?

Specific support personnel? Outside classroom assistance? Law enforcement?

Communication provisions

Daily/Weekly Reports/Record Keeping

What system? Phone calls by whom to whom? Informal notes? Daily report cards? Weekly logs? Consider family, administrators, IEP team, counselors, probation officer, and other agencies. Report new skills learning rates not just infractions. Remember, behavioral goals & objectives are reported at least quarterly in the IEP process.

Between Who needs? Frequency? Different people or agencies may require different frequencies